DOCUMENT RESUME

ED 145 223 08 CE 013 189

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TITLE Bilingual Vocational Technical Training Program. Final Evaluation Report.
INSTITUTION Kuskokwim Community Coll., Bethel, Alaska.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE 30 Jun 77
NOTE 76p.; Some pages are marginally legible due to poor print quality

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Adult Education Programs; *Bilingual Education; Community Education; Employment Problems; English (Second Language); Enrollment; *Equipment Maintenance; *Eskimos; Income; Instructional Materials; Job Skills; Job Training; Life Style; Mechanical Equipment; *Mechanical Skills; *Program Effectiveness; Rural Development; Semiskilled Occupations; *Technical Education; Vocational Education

ABSTRACT

This report of an evaluation to determine the efficacy of the bilingual vocational and technical training program for the Yukon-Kuskokwim delta contains (1) a review of three on-site visits, including descriptions of program objectives, activities, results and benefits, and problem areas, and a written report on villages not visited; (2) a status report on program objectives (to enlarge the natives' comprehension of technical and conversational English, and to enhance their capacity to employ modern technology on a job or in their traditional subsistence activities and life style); and (3) a review of the effects of the program in terms of increased employment, income, and/or increased competence in repairing equipment for use in subsistence pursuits. Conclusions reported are that despite many obstacles objectives were implemented on schedule and there is general broad acceptance of the program. Recommendations are presented and include suggestions for additional bilingual personnel, an instructor's training program, increasing enrollment, and obtaining materials. Sample report forms used in the program are appended. (BL)

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ED145223

FINAL EVALUATION REPORT

BILINGUAL VOCATIONAL TECHNICAL TRAINING PROGRAM

Kuskokwim Community College

Bethel, Alaska

Presented to:

Darryl Maddox
Program Director
Bethel, Alaska

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 30, 1977

Patricia B. Horter

Educational Evaluation Service

CE013184

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EVALUATION REPORT
FOR
KUSKOKWIM COMMUNITY COLLEGE

This evaluation report covers the activities of the Bilingual Vocational and Technical Training Program administered for the Yukon-Kuskokwim delta serviced by KCC, headquartered in Bethel, Alaska. The grant of $214,047.00 supporting the program was received on July 1, 1976.

Included in this evaluation is:

I. A review of site visit activities and observations accomplished during the latter part of the 1976-77 school year, constituting an account of the delivery of the program through a Site Visit Breakdown Description.

II. A status report of program objectives.

III. A review of the realization of the program delivery including the immediate effects of the program in terms of increased employment, income and/or increased competence in repairing equipment for use in subsistence pursuits.

The chief purpose of the evaluation was to determine the efficacy of the program in terms of the initial proposal.

Throughout the site visits, the evaluation design, as presented by the present evaluator, was adhered to, and the

evaluation design developed by Dr. Judith Kleinfeld was considered.

Interviews over the second semester with the Program Director indicated that the main objectives of the program were fairly close to schedule in most of the delivery phases. Delays in beginning stages resulted from difficulties in obtaining qualified staff, weather concerns, locating and delivery of equipment and materials and the involvement of the Eskimos with other activities.

Three bilingual instructors and one English-speaking instructor, with the support of the Program Director, were instrumental in conducting the courses.

Instruction was offered in the efficient utilization of:

1. Gasoline powered machinery: outboard motors, snow machines, etc.
2. Village electrical services and home appliances.
3. Power tools and building materials.

A vital component was to have been the home heating and electrical component. However, the only instructor qualified to instruct these courses quit in December of 1976. The home heating course was dropped. The electrical course was later

included in the house framing and general building courses.

A major concern of the overall program delivery was actual implementation of the courses in the villages as intended by the objectives in the proposal submitted and approved. That is: did the course actually and adequately serve the target population?

Because of the late commencement date of the evaluation, a sampling of site visits sufficed to evaluate the program course work.

The evaluator, at this time, expresses her appreciation to Ms. Carol Schatz, KSS Assistant Director; Darryl Maddox, Program Director; Diane Carpenter, English as a Second Language Instructor; Bob Gibson, Bethel Voc-Tech Director; Gabriel Guest, John Stachelrodt, Nels Alexie, Instructors, and Joe Terchik, Bilingual Assistant, for their assistance and cooperation in carrying out the evaluation activities.

CHAPTER I

Site Visit Report

Evaluator, Pat Horter, visited Toksook Bay, Aniak, St. Marys and Bethel programs during a period beginning in January and ending in May of 1977. All possible site visits were made. Villages that were not visited were eliminated because of time limitations, weather and or local problems such as power failures.

During the evaluator's site visits, the following objectives of the Bilingual Vocational Technical Training Program were accomplished:

I. Review of the program design with the Program Director and ESL Instructor.

II. Interviews with the Program Director as to the program objectives and the evaluation design.

III. Interviews conducted with instructors and assistants regarding the program implementation.

IV. Interviews conducted with students regarding program activities and implementation and observed hands-on training.

Summary of Site Visit Activities

Nine villages were serviced with Bilingual Vocational Technical Programs.

The courses did reach a certain percentage of the target population where it did not conflict with subsistence or other village activities. However, small enrollments and/or poor attendance were a definite deterrent to the successful implementation of the village courses.

The courses often occured simultaneously with village activities such as National Guard maneuvers, seal hunting and beaver trapping. It was not know at the time of scheduling that these activities would be transpiring during the same time frame.

In spite of obstacles, the well-trained, bilingual voc-tech instructors, with the support of the Program Director, did implement most of the courses as stated in the program proposal. Mastery of the skills presented was determined through check lists. Records were kept by the instructors.

The obtaining of scrap iron for use in the welding classes was a major problem. The small amount there is in the region is used for patching and repair work. Scrap iron had to be flown into some of the sites from Bethel, but even that was in limited amounts. The expensive air freight was costly to the program.

Materials and tools delivery presented problems, with the usual bush flight delivery delays because of weather, mechanical difficulties and/or other problems.

Power failures, common to bush villages, delayed or interrupted some of the courses.

The bilingual component of the program was troublesome. The language is only recently written and few Eskimos are literate in Yupik. The written Yupik suffers from having been manufactured and differs considerably from the original spoken Yupik.

There are no words nor similar terms for most of the tools and processes. It is a problem translating technical terms to Yupik as the language has no precise words with commonly shared meanings for the terms. The students level of knowledge of English varied from speaking very little English to having a fair command of spoken and written English.

The new student with little English vocabulary in the beginning phases of the course work is at a loss without a translator close by. Yupik-dominant villagers would hesitate to register for the classes, choosing not to reveal their lack of English skills. The program did not reach the target population when this influenced the prospective student.

Consequently, the bilingual aspects of the program presented major problems. However, the bilingual voc-tech instructors and

the English-speaking instructor with a Yupik-speaking assistant were able with the help of school students or class participants to translate sufficiently for the voc-tech students' comprehension. One instructor spent time with the ESL Instructor developing words or terms that would convey the meanings.

Although most of the students expressed an interest in gaining more English competencies, they did not want to have the English instruction conflict with their hands-on work in class.

Student assessment in the acquisition of English words was inadequate.

The bilingual aspects of the program are more fully evaluated in Chapter III and IV. Chapter IV, "Recommendations" goes into depth on this important component.

The instructors stated that moving equipment was a problem. The equipment is heavy and cumbersome. Not enough help was available for these moves from village to village.

Cooperation that was expected and confirmed from Yupiktak Bista Native Corporation and the Alaska Village Council Presidents Housing Authority was inadequate. This factor affected the successful implementation of the program.

Few women enrolled for the classes as the trades are considered "men's work".

The exact number of students serviced through the program is not known as the records have been in Fairbanks for computor processing. In April the Program Director reported that thirty-four (34) students had enrolled first semester and twenty-one (21) had completed the course.

The courses offered reached the target population where it did not conflict with subsistence or other village activities.

Mastery of the skills presented was determined through check lists. Some records were kept by the voc-tech instructors.

Site Visit Breakdown Description:

Note: The objectives, activities, results and benefits, and problem areas as listed were determined after interviews with the instructors.

ANIAK March 1977 2 weeks course: welding

The course was held afternoons and evenings in a well-insulated small warehouse. It was crowded and filled with supplies from other projects.

A certified welder assisted the bilingual instructor. However, in Aniak, English was not a problem as it is widely spoken.

One student was working at the time of the site visit in the afternoon.

There was a total of four (4) enrollees in this afternoon class. Four men and one woman attended the night class.

OBJECTIVE

I. To conduct through bilingual methods, a course in welding.

II. To teach welding skills sufficient to assist the Eskimos in maintaining and improving their subsistence way of life and to enable those desiring employment in the village or elsewhere to be prepared as much as possible with the welding skills needed for the job.

ACTIVITIES

I. Bilingual instruction: practically applied

II. Welding: arc and oxy-acetylene

III. Maintenance: sufficient to avoid some breakdowns.

RESULTS & BENEFITS

The utilization of repaired equipment was an immediate resultof the welding class. One instructor stated, "The program increased the opportunity of getting jobs as welder's helpers in maintenance."

One student spent five to six hours welding each day.

One man came once, repaired his muffler on his snow machine and never came back.

The Eskimos were quoted as saying they expected the instructor to be white. They expressed pleasure in having an Eskimo instructor.

The program in Aniak was benefitted by the enthusiasm and helpfulness on the part of the instructors.

The instructors gave supportive help to the students not only in welding techniques but in considering their future plans. They encouraged the students in their welding efforts and let them find out where they were at fault through their mistakes.

PROBLEM AREAS

I. Enrollment was low because of little advance notice.

Beaver trapping started the day the class started and interfered greatly with attendance.

The instructor stated that low enrollment and poor attendance affected both the students' and the instructor's morale. Although the program was announced over the KYUK radio station, the instructor stated, "The people in Aniak do not expect to get any messages because Aniak is so far from Bethel," "Instructors should have a guarantee as to the student enrollment number."

II. Metal is so precious to the Eskimo that they do not part with it easily. Transporting it is expensive. Consequently obtaining scrap iron continued to be a major problem. The instructor stated: "The students would do better work if they worked in better metal."

III. Not enough help is available for loading the equipment onto the planes in moving it from village to village.

IV. At the beginning, the instructor was too busy to answer all the students' questions. As a result, some lost interest. Also, those without an understanding of basic English rapidly lost interest if there was not someone close by to interpret.

TOKSOOK BAY: February 1977 2 weeks course: welding

The course was held in the new Lower Kuskokwim School District Nelson Island High School. The shop is well-planned and equipped.

At the time of the site visit, the bilingual instructor had four (4) students. Number of students completing the course: 3

OBJECTIVE

I. To conduct, through bilingual methods, an English/Yupik course in basic welding techniques;

II. To implement a course that develops students' skills sufficiently to maintain personal equipment for subsistence living and/or gain employment through the acquisition of these competencies;

III. To instruct in care and maintenance sufficient to avoid many repairs.

ACTIVITY

I. Bilingual instruction: practically applied.

II. Basic welding techniques: arc and oxy-acetylene.

III. Maintenance and care instruction.

RESULTS & BENEFITS

The use of the course skills and competencies acquired in subsistence pursuits was on-going.

This was evident through the continual repair work that transpired during the class period on the equipment of the entire village. Snow machines, outboard motors and other equipment for use in seal hunting, trapping, fishing and other subsistence activities was repaired.

Students all learned some safety, tool, parts and welding process words. The competencies listed in the initial proposal, were acquired by completing students.

One man, after taking the welding course, was employed in Bethel.

Interested and available villagers took the class except when village activity interferred. Example: unusual weather brought about a "lead" (open water leading to the sea) enabling students to seal hunt instead. Note: this is not just fun for the Eskimos but a necessity.

Community members were supportive. They came, watched and some stated that they would take the course if their job, etc., didn't interfere.

Some of the villagers came to the classes to learn the names of the parts and the names of the operations.

The Eskimo instructor imparted to the students the value of the machines and the care that must be taken.

The older people in the class, even those who have been educated beyond the eighth grade had trouble with some of the English words for articles and processes.

The oldest student was over eighty years old. He repaired his snow machine and the headlight. He referred to the tools as "magic tools."

Students assisted one another bilingually and technically when the instructor couldn't make it around to them.

Students had close contact with the employed, sober, organized Eskimo instructors. The influence will be favorable as students identify with their instructors.

PROBLEM AREAS

I. The Instructor arrived with no one knowing that he was coming. The village had been informed at an earlier date that the class would be held. Note: KYUK radio station is not dependable for messages. Many of the Toksook residents leave their radio open to communicate with other Toksook homes. Thus they miss "Tundra Drums",

which announces messages to those who can not be reached by another communication system.

II. National Guard maneuvers and bingo interfered with attendance.

III. Equipment shippings were sometimes delayed and then not needed.

ST. MARYS: March 1977 2 weeks course: Home repairs & Maintenance The classes were held in various houses in need of repairs. The instructor had the help of Eskimo bilingual assistants during his presentation of the classes and supervision of the work.

OBJECTIVE I. To encourage all students to attend classes.

II. To assist students in understanding English words and terms in the Home Maintenance trades sufficiently to acquire the skills to work personally and professionally in these trades.

III. Goal of instructor: To train one person in each home in each trade to maintain all household equipment and in maintenance of the home.

ACTIVITY I. Instruct bilingually whenever necessary.

II. Instruction in home maintenance skills and

techniques sufficient to repair homes in St. Marys constructed recently through the Alaska Village Council Presidents Housing Authority.

III. Informing students on home safety and economic considerations.

RESULTS & BENEFITS

I. Adequate translation through the bilingual assistant hastened the learning span and the work load. Words and terms for tools, material, processes and safety measures were quickly taught to the students by the on-site assistants.

Ninety percent (90%) of the students were able to request parts in English at the time the program was evaluated. Students were presented with:

1. Manuals to read
2. Pictures defining the activity
3. Course work observation

II. The course was furnished with sufficient equipment and tools.

III. All faulty technical violations were corrected in all students' homes.

PROBLEM AREAS

I. Enrollment and attendance in the St. Marys program presented the same problem that it did in the other villages. The program was not given sufficient advance notices. The erratic attendance was affected by, quoting from the instructor: 1) National Guard, 2) dog races, 3) trapping, 4) drinking, 5) potlucks, 6) "didn't feel like coming".

II. Women came for the theory part of the course but didn't remain.

III. The Alaska Village Council President Housing Authority was not able to participate as fully in the program as they had intended because they did not have a Director at the time. This slowed down the original work plan.

BETHEL:

The Bilingual Vocational Technical courses were scheduled for Bethel, however, logistics interferred with the implementation. Two students for the Bilingual Voc-Tech were serviced. They worked on the house the Bethel voc-tech program was building. The house was later sold.

Reports from villages not visited by the evaluator:

From information and records of the course work at villages other than the foregoing, the evaluator has compiled the following:

Reflections are offered on objectives, activities, results and benefits, and problem areas similar to the villages visited by the evaluator.

In Tuntutuliak in December, the instructor, teaching the small motors course, was delayed two days with generator problems.

Once the program was underway, he worked with the students identifying motor parts. The students questioned and were informed as to why all motors had to be taken apart and reassembled during the training.

Two village council members visited the class often. The Village Council president assisted the instructor in giving tests to the students. He had taken an engine course previously.

The small engine course taught in Toksook Bay generated interest in learning motor parts names, especially the Yupik name for the part.

An interesting item on the trip report is the vast difference in ages of students serviced: sixteen to seventy-five.

In Nunapitchuk, the Eskimo instructor, teaching the small marine engine course, colorfully described the course progress. The report is included in its entirety as it reflects the spirit of the instructors.

April 12, 1977

Trip Report

Departed Bethel March 30th at 10:35 am
Arrived Nunapitchuk at 10:50 am
Returned April 7th at 2 pm
Arrived Bethel at 3:40 pm

I went to Nunapitchuk on March 30th to teach about Small Marine Engines Course. Five (5) students enrolled, and three complete the course.

The oldest student was 63 old, and the youngest was 16 years old. One lady she was 44 years old. The old man took the course because he wants to learn the names of parts English. This old man fixes motors at Nunapitchuk, and he is not educated to speak English. He have told me that he is learning names of parts.

The middle age lady took the course because she is not living with her husband, and uses motors in summer when she's fishing or berry picking. She said, she want to learn how to fix her own motor. She did not ~~com~~ complete the course because she got sick.

Two young fellows have attended the classes every day from 8 am until 10:00 pm. They were working hard trying to learn and complete the course before the 8th of April.

The 16 years old boy was very tired. He did not complete the course because he enter the class a little late.

The village people used to visit our classroom to see how students are taught with our teaching equipment. People saw that our teaching equipment is very good.for those who do not know about the motors.

The students were very interested in learning. They used to come to class before the time was up. Some of the High School students used to come to our class and watch.

Nels Alyn

CHAPTER II

Status Report on Program Objectives:

The program objectives were concisely stated in Darryl Maddox's abstract of the program.

I. ".....the Native's capacity to employ modern technology in his traditional subsistence activities and life-style,"

II. ".....comprehension of technical and conversational English."

These two objectives were realized by the program implementation. The Site Visit Breakdown Description and the "Report from the other villages not visited by the evaluator" give additional information attesting to the satisfactory fulfillment of the stated objectives. Additional objectives have been added in the body of the proposal and in the evaluation design, and these also are addressed throughout this evaluation report.

As stated in the Program proposal:

"Overall program evaluation will have the following objectives:"

I. To measure the extent to which the bilingual vocational and technical intensive study and outreach program has reached the target population

(Persons who have not been able to participate in other training programs because they lack sufficient skills and educational background).

RESPONSE: It is possible that some Eskimos dominant in Yupik would not register for the course assuming they would not be able to understand the course content. It would be difficult to measure if this did occur. A house-to-house survey conducted by a Yupik speaker might reveal if these target students do exist.

II. To study to what extent this training program has enhanced the employability of the participants.

Example criteria: how many persons who have not been employed before or only under common labor status, actually do enter the job market and above common laborer status.

RESPONSE: With the single exception of the welding students from Toksook Bay who accepted employment in the Bethel program there is no other example of a student actually gaining employment as a direct benefit from the program. It can be assumed that with the additional competencies that have been acquired by the students enrolled in the program, and measuring those competencies against the large number of jobs available that all students who want to work will be able to gain employment equal to their skills.

However, it is necessary to point out that maintaining a subsistence life style requires full time during the summers and the large majority of Eskimos are involved in such pursuits.

Please note that the results of increased employment aspect of the program was mentioned briefly in the proposal. It was not listed as an objective and seemed to gain importance through the evaluation design originated by Dr. Kleinfeld.

This is of course, an important consideration and every attempt has been made to gear this experimental program toward such a goal.

There has not been time to conduct a survey of students presently employed in jobs related to the course work. However, as jobs are available it can be assumed that students in the courses will fill these positions as there is nearly always a lack of qualified applicants for the positions in the region.

III. To determine the extent that this training program has benefitted participants in relation to enhancing a subsistence way of life.

Example criteria: has the person who completed training found use of new skills.

RESPONSE: Throughout the Site Visit Breakdown Description evidence is given of the various ways this objective has been realized.

IV. To further test the village delivery approach to training, in order to assess the most effective models for the delivery of training to rural areas.

Example criteria: is there a significant difference in any of the above categories between those persons who received training in Bethel and those who received training in their village?

RESPONSE: This experimental year was not an example to determine the differences in the outreach and Bethel delivery. However, the Bethel student would be in a more opportune location for employment than the village person. (Refer to response to objective #2 and to Chapter #3).

CHAPTER III

A review of the realization of the Program Delivery:

Note: This review can best be established through a summary of village on-site visits.

Regarding the advantages/disadvantages of training in Bethel over Village training:

Note: Although the Bethel program was not operating during FY'77, it will be during the FY'78 school year. Consequently, the following is offered:

It appears that the effect of coming to Bethel for schooling over remaining in the village is determined by the maturity of the student.

Bethel offers a more complete, established shop and resident instructors over the brief two weeks visit the villages receive. However, the village programs can be fully as effective as the Bethel program, but with different benefits.

The opportunity to pursue additional course work at KCC is probably one of the most attractive features.

However, the opportunity to carry out the learning experience with hands-on training or in repairing one's own equipments is a plus for village training. Additionally, the opportunity to the village as a whole to see all of the equipment repaired in a two week time slot is a strong and influential benefit.

The instructors also take advantage of being on the spot to instruct others than the students in the care and maintenance of the machines.

Many students, for various reasons, would not attend the classes at all if they were not taught in the villages. It is not a question of location preference for the program, the village programs are needed to service a different student profile from the Bethel student.

Regarding the benefits of the program toward subsistence living:

In the "Site Visit Breakdown Descriptions" the picture of the effect of the course work on subsistence living was portrayed in different ways. The constant concern of the instructors for the care, repair and maintenance of all the village equipment would lead naturally to more efficient hunting, trapping and fishing activities.

Regarding the Bilingual aspects of the Program:

It is not possible to measure the exact word gains of the students. On the whole these gains are minimal. They are confined to the safety words and tool, parts and function words.

However, the on-site visit reports and the recommendations deal fully with this aspect of the program.

CHAPTER IV

General Summary and Recommendations

Summary

A review of all evaluation data gathered up to and including the February site visit indicates that all major objectives of the federally funded Bilingual Vocational Technical Training Program are on schedule, that there is general broad acceptance of the program, and as a experimental program the objectives have been addressed.

The late hiring of the Director, ESL Instructor and Evaluator of the program delayed initiating program phases. However, the courses did get under way in the Fall and have been implemented in five villages as agreed to in the original proposal. Difficulties in implementation were caused by weather, flight arrangements, obtaining scrap iron and so forth. However, these problems areas were handled as they arose.

The assessment tools used for the students could have been more detailed. However, those furnished to the evaluation show satisfactory, Instructor and student involvement. Testing devices for both the Bilingual and Voc-Tech component could reveal additional information regarding delivery of the program if they had been more widely used. The devices that were developed were adequate.

The evaluator is well aware of the difficulties and obstacles that had to be confronted prior to and during the implementation of this experimental program by those involved. In light of the foregoing account, we present a summary of our recommendations.

Recommendations

I. Village time line:

It is possible that any scheduled time would interfere with village activities. A careful review of all the activities of the villages to be serviced might avoid the time conflicts that occurred such as National Guard maneuvers, beaver trapping and seal hunting.

II. Bilingual component:

Perhaps the most realistic solution of this all important component is to have at least one bilingual assistant for every six students. This would meet the translation and bilingual instructional needs of the students and satisfy the objective of the programs.

Where this type of team work was underway during the FY'77 site visits, the classes were operating smoothly. Care needs to be taken in the selection of truly Bilingual assistants and to maintain the six (6) to one (1) ratio.

This system becomes doubly valuable when we acknowledge that the most trying period in presentation of the course is during the early period, when all the safety words and the initial vocabulary of the trade is presented. The instructor cannot present welding information and technique while simultaneously teaching an effective ESL component, consistent with the individual students' level of language dominance. On the other hand, without this instruction to the Yupik-dominant student the presentation lacks meaning, unless constant translation transpires.

The KCC ESL Instructor for the program made recommendations in her 11/13/77 report that reveal the problems faced in implementing the bilingual aspects of this program. The following are offered by the ESL Instructor and the Evaluator:

The ESL instructor would develop relevant materials besides filling the role as teacher trainer to the bilingual assistants. Both on-site and on-campus in-services would facilitate the assistants' role in fulfilling the bilingual component of the program. The ESL Instructor working with the Yupik Language Workshop, would also develop manuals that would progressively lead the Yupik-speaking student into a full English version.

An introductory language survey of all students would assist the instructors in determining the extent of their Yupik and English vocabulary. This appears to be vital to ascertain the language dominance needs of the program.

An additional recommendation to facilitate the delivery of the bilingual component is offered. Involving each village in the Yupik translation activities prior to implementation of the program by furnishing word cards, posters and other materials for practice would not only speed the progress of delivery of the course, but also help to arouse interest in the forthcoming course to be offered.

A Training Program for the instructors prior to class commencement is a vital need. Video tapes of the various voc-tech processes narrated in English and translated into Yupik words and terms will give the instructor an effective tools that can be played and replayed by the student on the portable video tape equipment. The tapes will iliustrate the hands-on techniques.

These same tapes shown in the villages at least two weeks prior to registration could be so developed to assure the Yupik-dominant Eskimo that he could cope with the English translation factor. This factor, it is assumed, eliminates enrollees in the courses. It is for a mature village person to have to admit publicly their deficiency in Language Acquisition of the Dominant culture. Because of this factor it is doubtful that the program is presently reaching the target population.

The tapes may be used by other KCC outreach programs. Their benefit will be immeasurable to Adult Basic Education Programs especially reading and language.

Additional creative ideas should be and can be generated toward this all important component with assembly of a dedicated think tank.

The difficulty in presenting an ESL program when the students' interest is in one of the basic trades is evident. Their interest is in the voc-tech course, not in English. Concentrating on delivery to the bilingual vocational technical

students of an out reach of Adult Basic Education program would relieve this concern. However, it is not likely that a student interested in a welding course will go the route of one of these courses first, nor in conjunction with, the welding course. Nor should an ESL course be requisite to taking the class.

Additionally it is not possible for the ESL teacher to work in liaison with the welding instructor. If she could be in all villages during all class times, she still would not be able to give all the assistance needed.

III. Increasing enrollment:

To assure contacting all target students, house-to-house canvassing, explaining that the purpose of the course is to service Yupik-dominant people should be conducted by Yupik speakers at least two weeks prior to the registration date.

It is conceivable that this survey could be made at the same time the language dominance survey is made. A form could be developed including language dominance information.

It would be wise to involve the selected Bilingual Assistants in this Canvas/Survey activity.

IV. Written Commitments:

It appears worthwhile to mention in the recommendations that an assured commitment with other organizations would help to avoid their failure to cooperate after the program has been planned around this cooperation. Twice during implementation of the program, this problem was offered as a reason for slowing down services.

V. Obtaining materials:

The instructors and director should be relieved of the concern of locating scrap iron. This constitutes an additional major problem to implementing a program in bush villages. A plentiful, and hopefully inexpensive, source would be located and someone invested with the obligation of keeping the courses supplied plentifully with this material so vital to the welding program.

Other programs should be furnished with their tools and materials prior to the commencement of the course and keept in constant supply. Careful monitoring of the programs is requisite to see that the programs have the tools they need, that excess and unnecessary tools and materials are not ordered or sent to sites.

The possibility should be considered of teaching the students how to do the repair work with limited tools. This is likely to be the case in many instances when repairs are needed.

Additionally, when moving out of a site it appears necessary to have adequate help available for this moving process.

VI. Employment Goals:

Exploration of employment goals of individual students and a service helping students realize these goals should be considered.

VII. A strategic attempt be made to involve more women in the program.

After-thoughts:

Perhaps a little value clarification is necessary to have these programs really roll.

It appears of value to the dominant culture to keep all equipment in working order so that it operates efficiently when needed. This is not necessarily a universally accepted value. In the Eskimo culture, value is placed on the articles made with one's hands, not purchased with money. The funds to purchase the items are usually not earned by the purchaser so the true value cannot be realized.

A sled, lovingly made, is lovingly cared for. Perhaps, through education, this same loving care can be exerted toward items purchased with funds given to the purchaser. Through understanding economically that the life of the owner would be more productive by keeping the equipment in working order might help to instill this responsibility toward possessions.

This type of on-going education with the Voc-Tech courses will perhaps bring about appreciation for the equipment and instead of concentration on repair the courses content can change focus to more preventive maintenance.

APPENDIX

KUSKOKWIM COMMUNITY COLLEGE
University of Alaska
P. O. Box 368 907-543-2621
Bethel, Alaska 99559

15 March, 1977.

Dr. Doris Gunderson
U.S. Office of Education
ROB #3, Room 5026
7th & D Streets,
Washington, D.C. 20202

Dear Dr. Gunderson:

Enclosed herewith is our interim Financial Status and Progress Report. The delay in getting it to you was due to problems with the computor system and accounting office at the Fairbanks campus of the University.

As you will note in the Financial Status Report (and in my comments in the narrative) our travel funds were nearly expended before the first of the year. The cost of moving our very bulky equipment from place to place has been far greater than the drafters of the original proposal had estimated. We are, therefore, requesting a transfer of $5,000 from the Contractual and Instructional Supplies categories to that of Travel.

Generally speaking, the program is going well and we are anticipating expanding our efforts throughout the remainder of this academic year and (hopefully) the next. Our cooperative effort with AVCP (see report) has great promise and we have high hope that the necessary funding will be made available to us for next year.

When can we look forward to a visit from you? We are all looking forward to seeing you here and showing you what we are doing. Spring is nearly upon us and the month of April should be an excellent time to take you around the region.

Let us hear from you soon.

Sincere best regards,

Darryl M. Maddox
Project Director

KUSKOKWIM COMMUNITY COLLEGE
University of Alaska
P. O. Box 368 907-543-2621
Bethel, Alaska 99559

Bilingual Vocational and Technical Training Program

Federal Grant No. 6007 604 109 FY '77

Bilingual Vocational and Technical Training Program

Comparison of Actual
Accomplishment to the Goals
Established for the Period

OBJECTIVES

The objectives of this program are twofold: 1) To upgrade the capacity to employ items of modern, Western technology in subsistence activities among the Yupik-speaking population of the Yukon-Kuskokwim delta area of Southwestern Alaska, and; 2) to help prepare interested individuals for entry into the job-market at other than the unskilled labor level.

Prior to the introduction of this program it was necessary for those persons interested in acquiring new technical skills to attend classes in Bethel, Seward or elsewhere in Alaska or the Lower 48. Invariably, these were persons with a better-than-average ability to speak, read and write English. Now, those with only a limited knowledge of English may participate in these course offerings without leaving their villages. An important consideration when their family's are dependent on their subsistence activities for survival.

These objectives are presently being met through the delivery of a series of 80 hour courses in Welding, Small Engine Technology, Heating and Basic Electricity, and Carpentry/House Framing. All courses are taught by bilingual instructors (or aides) and the appropriate instructional and testing materials have been developed by our English-as a-Second-Language teacher (see attachments).

Implementation of Objectives.

Although the Part J program at Kuskokwim Community College was funded as of July 1st, 1976, it did not actually get under way until September 1st, when the present Project Director was installed. At that time only two of the four required bilingual instructors had been hired, we had no E.S.L. teacher (nor any instructional/testing materials developed), an Evaluator had not been selected, nor had any of the target villages been identified. Yupiktak Bista Manpower, the non-profit arm of the Regional Native Corporation, Calista, had, at the time the original proposal was submitted, agreed to provide advance publicity and recruitment for the program, but at this time (due, they said, to changes in leadership) they reneged. Thus, the Bilingual Vo/Tech program began from scratch on the first of September.

The following is a brief chronology of subsequent events to December 31st, 1976:

During the first week of September the Project Director travel- to Dallas, Texas to participate in a meeting of Project Directors and the Washington staff. During this meeting it was stressed that the E.S.L. component of the Part J project was of equal importance to the vocational training component. Therefore, immediately upon returning to Bethel first priority was given to securing the services of a competent person in this area. Mrs. Diane Carpenter, a highschool English teacher and long-time resident of the region, was hired in this capacity. Her time has been divided 2/5 teaching at the Bethel campus and 3/5 to the Part J project.

From October 3rd to the 6th Mrs. Regis Welch, consultant to the project, worked with the Director and staff (primarily Mrs. Carpenter) to help develop the E.S.L. component. Mrs. Welch was able to visit the out-lying area and gain some understanding of the logistics problems faced by the project in this region.

During the time that Mrs. Welch was working with us we fielded our first village projects. Starting on October 1st a course in Small Engine Technology was begun in the village of Marshall (also known as Fortuna Ledge) and within a few days courses in Home Heating and Basic Electricity and Arc and Oxyacetelyne Welding were begun in the villages of Alakanuk and Kasigluk respectively.

During the time that these first three courses were getting under way, Mrs. Carpenter and the Director were conferring with Dr. Judith Kleinfeldt (of the University's Institute for Social, Economic and Governmental Research) with regard to the problem of evaluation. Dr. Kleinfeldt drafted a model evaluatory instrument, but the University's charges for her services precluded hiring her to do the job. We were, therefore, required to look elsewhere to fill this staffing slot and, after a series of negotiations with several candidates, we finally came to terms

with and hired Mrs. Patricia Horter to do the job. Mrs. Horter is the Federal Programs Coordinator for the regional school system and is both well trained and highly skilled in the evaluation of projects such as ours. The evaluatory instrument she has developed is attached herewith, along with some samples of her field survey forms.

During the time these first courses were being offered we experienced our first problems with the weather. The only access to most of the villages of the region is by chartered aircraft or, during the warm months, by boat. There is, however, a transitional period just prior to and during freeze-up when virtually all travel must stop. There is too much ice on the water for safe boat travel, but not yet solid enough to support snowmobiles and landing aircraft. We were, therefore, delayed by over a week in moving our courses to other villages. At this time we also came to the realization that many of our regional villages were not able to provide either the electrical services or fire-safe buildings required by our courses. In light of this we have had to be quite selective in our choice of villages. This is particularly true for the welding course with all its inherent danger.

Following freeze-up and the successful completion of our first three courses we moved the welding course from Kasigluk to the village of Toksook Bay, where a newly-opened highschool's shop area was made available to us. The Small Engine Technology course was moved to the village of Chuathbaluk (on older maps, "Little Russian Mission"), and the Home Heating and Basic Electricity course back to the Bethel campus.

Despite an intensive, personal recruitment effort on the part of the Director, the village of Chuathbaluk was very disappointing. Of the 13 village applicants only one showed up for the beginning of the class. We kept the course in the village for three days in the hope that others would come fourth; however, when it became obvious that the interest was not there we immediately moved the course to the village of Tuntutuliak, where interest was high.

Thus, we arrived at Christmas break with courses completed in five villages (a total of 34 students had been processed), our E.S.L. component staffed, much of the instructioanl and testing material developed, and an Evaluator on board. We were at a point where many (but certainly not all) of the variables spelling the success or failure of the program had been identified, and a serious money shortage in the area of travel recognized. Since the original proposal for a Bilingual Vo/Tech program had been written there had been a dramatic increase in the cost of transportation and this has been addressed below in our request for a transfer of funds to that category.

COORDINATION WITH OTHER TRAINING PROGRAMS

To date, the only coordination with other programs we have been able to develop has been with the Housing Authority of the Association of Village Council Presidents (A.V.C.P.) and with the Village Outreach program of the College. AVCP has been working with us to institute a Home Maintenance and Repair course in villages where they have built or maintain housing. This course, now in progress in the village of St. Mary's, incorporates instruction in carpentry, electrical wiring, plumbing and home heating. We have no doubt that this will be one of our most successful efforts and is the beginning of what we anticipate will be an on-going project.

In addition to the above, through our own efforts and those of the College's Village Out-reach staff, individual villages are now requesting us to come in with specific courses geared to already identified village projects.

Samples of Evaluation, E.S.L., and Field Report Forms Currently Being Used, etc.

KUSKOKWIM COMMUNITY COLLEGE EVALUATION DESIGN for:

BILINGUAL VOCATIONAL AND TECHNICAL TRAINING PROGRAM

Contents: I. Program summary
II. Conceptual overview of the evaluation

I. Program summary

On July 1, 1976, Kuskokwim Community College in Bethel, Alaska, received a grant of $214,047.00 from Part J, of the Vocational Education Act, HEW to establish a Bilingual Vocational and Technical Training Program.

A limited availability of work ties the majority of the Yupik-speaking Eskimo people to subsistence living in this 1.8 million acre region.

Mechanized vehicles, such as snow machines and gasoline-powered outboard engines, have increased the pace of travel, while frame houses heated with stove oil have replaced the igloo.

These and other technological changes from earlier days have created a waste problem. With lack of technical know-how, equipment is prematurely discarded and replaced.

Three bilingual tech-nical experts will offer courses in welding, house framing, home heating, electricity and small engine repair. The recipients of the training are illiterate in English and Yupik, with a limited understanding of English.

The program will seek not only to expand the Native's capacity to employ modern technology in his lifestyle, but to comprehend technical and conversational English as well.

Courses will be geared to seasonal activities and offered in Toksook, Aniak and _____ other villages.

Yupiktak Bista, non=profit arm of the regional native co-sponsors the program and will provide the recruitment service toward program success.

Increased machine and equipment life and expanded cash income from fewer breakdowns and quicker repairs will measure success. Increased fur, game and fish harvests will be the end result.

The secondary success will be in increased bilingual abilities leading to additional educational experiences and/or suitable jobs.

II. Conceptual Overview of the Evaluation:

This document is an evaluation design intended to outline the planned evaluation activiites for the Kuskokwim Community College Bilingual Vocational and Technical Training Program.

Four main areas were identified by KCC program planners for monitoring and evaluation:

I. Did the program reach the target population?

II. Was the planned program actually delivered?

III. What proportion of students completed the program in terms of increased employment, income and increased competence in subsistence pursuits?

IV. What were the immediate effects of the program in terms of increased employment, income and increased competence in subsistence pursuits?

It is the purpose of this design to:

I. Provide a framework of procedures and specifications within which the evaluation will take place.

II. Provide documentation of specific agreed-upon activities, roles and relationships to clarify the evaluation efforts.

III. Provide a control document by which Kuskokwim Community College can monitor the evaluation procedures.

IV. Serve as an internal communication and external dissemination device.

V. Fulfill the requirements as set forth in the grant guidelines.

Firstly, the evaluation seeks to be process-oriented to provide project personnel with information during the project year to allow for modifications, and to provide information for future efforts.

Secondly, the evaluation can serve as a vehicle to meet information needs of involved personnel and participants.

The model for the evaluation design is INFORMATION BASED. This model was instigated through two meetings with Darryl Maddix. The model will expand through:

I. Development of evaluation tools.

II. Visits to target villages (observations).

III. Implementation of evaluative tools.

The model contributes:

I. The principal evaluation tool will be the Site Visit Agenda to keep the evaluation on target.

II. An Evaluation Checklist will be employed for brevity at the site.

III. Survey instrument - vital statistics.

IV. Overall program observation.- Mapping sheets.

V. A more extensive evaluation form will reflect the multi-convergent evaluation.

Two copies of the Evaluation Design and the Final Evaluation will be presented to:

Darryl Maddix, Program Director

Kuskokwim Community College

Bethel, Alaska 99559

Date:- 1/22/71

Pat Horter

Pat Horter
Program Evaluator

KUSKOKWIM COMMUNITY COLLEGE - SITE VISIT AGENDA

BILINGUAL VOCATIONAL AND TECHNICAL TRAINING PROGRAM in:_____

Date:_____

Course:_____

I Monitor Program Activities:
(Use program evaluation checklist, gather logs, minutes, records, etc. and on-site observations)

II Survey Instrument:

A. Educational background
B. Employment
C. Subsistence
D. Residence
E. Household members who are dependents
F. Age
G. Sex

III. Program Needs

IV. Recommendations (this year/next year)

V. Linkage with other programs (Federal, State)

YUSKOKWIM COMMUNITY COLLEGE - SURVEY INSTRUMENT

BILINGUAL VOCATIONAL AND TECHNICAL TRAINING PROGRAM in:_____

Date:_____

NAME:_____

1. Educational background:

2. Employment:

3. Subsistence:

4. Residence:

5. All Dependent household memebers:

6. Age:

7. Sex:

KUSKOKWIM COMMUNITY COLLEGE

PROGRAM EVALUATION CHECK LIST - ON-SITE

BILINGUAL VOCATIONAL AND TECHNICAL TRAINING PROGRAM in: _____

Date: _____

I. Did the program reach the target population?

II. Was the planned program actually delivered:
(relationship of program to seasonal activities)

III. What proportion of students completed the program and attained mastery of the competencies taught through the program?
(class redords; drop outs; english mastery tests; competancy objectives achieved)

IV. What were the immediate effects of the program in terms of increased employment, income and increased competence in subsistence pursuits?

KUSKOKWIM COMMUNITY COLLEGE -

OVERALL PROGRAM OBSERVATION and MAPPING SHEETS

BILINGUAL VOCATIONAL AND TECHNICAL TRAINING PROGRAM in:_____

Date:_____

I. Activity:

II. Extent of community involvement:

III. Problem areas detected:

IV. Additional relevent information:

See Attached Mapping Sheet:

SAMPLE MAPPING SHEET

PRIMARY GOAL: 1.0 Technical Proficiency

OBJECTIVE: 1.1 Welding in Taksook

INSTRUMENTATION	TARGET	DATA ANALYSIS TECHNIQUE	ADMINISTRATION DATES	PERSON(S) RESPONSIBLE
1.1.1. Welding technique review	program participants	Instructors document review	Jan/77	Instructor, Project director evaluator
1.1.2. Language proficiency review	Lang.Needs Program Participants	Compilation & Reduction	Jan/77	Instructor, Project director Evaluator

TIMELINE

ACTIVITY	8	9	10	11	12	1	2	3	4	5	6	7
1.1.1.					X----	----X						
1.1.2.					X----	----X						

Course: Acc't & Gas Welding Teacher: T. Kocak Date: Jan 10, 77

Instructor: Gabe Guest Enrolled: 7 Present: 3

Student		
1. John Fincelo		
2. Gabriel Pitka		Dropped, Death in family
3. David Jim		
4. Alexis Augustine		Dropped Nat'l Guard Training
5. Michael White		
6. Anthony Jimmy		Dropped Nat'l Guard Training
7. David Chapenock		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

Instructor comments on accomplishments of unique or outstanding performances, general observations or recommendations for future courses in this area: Teacher has more bad weather than and limited the use shelter without [illegible] and the advantages of [illegible]

David Chapman

[illegible]

[illegible]

[illegible]

We want to provide the best courses we can for you here in the village. To do this, we need your help. We would like to know some things about you that will help us teach the course in ways that meet your needs. Please answer the following questions:

1. Why are you taking a course in welding?
   So I can make repairs on my own equipment YES
   So I can make some money in the village repairing equipment for other people No
   So I can get training that might help me get a job in the village yes that kind of job? Anything
   So I can get training that might help me get a job in Bethel or some other town yes
   Other _____

2. What is your background in welding?
   Classes or training Vocational Training at Nicholas Employment Center Cable, (Course) Welding, Maintance 1969
   Experience None

3. How much time will you be able to devote to this class?
   This course is planned to require 96 hours of instruction. In order for you to get much out of the course, it will be necessary for you to attend classes regularly. Your instructor will try to help you make up work that you miss if you have to miss class for a good reason. You should realize that we always do get people on the waiting list to be able to be in the High School on the following dates and times:

1-5 pm + 6-10 pm

VILLAGE
Tetlin Bay

COURSE
Basic Welding

INSTRUCTOR
Babe Guest

NAME Nick Sherabik AGE 36 SOC. SEC. # 574-14-7058

Reason for taking course Learn to make money. Repairing Equipment for other people.

English language development 1 2 3 (SPOKEN UNDERSTANDING ENGLISH)

Day/Date	Hours Attended	Objectives Completed	Points
M Jan 10, 77	Forget		
T Jan 11, 77	1-5, 7-10 pm	practice padding	5
W Jan 12, 77	7-10 pm	welding w/rod	5
Th Jan 13, 77	Absent (hunting)		
F Jan 14, 77	Cir. 7-10 pm	Welding w/rod	5
S Jan 15, 77	Hunting		
M Jan 17, 77	Training		
T Jan 18, 77	Training		
W Jan 19, 77			
Th			
F			
S			
M			
T			
W			
Th			
F			
S			
M			
T			
W			
Th			
F			
S			

David Chapanak

VILLAGE
Toksook Bay

COURSE
Basic Arc + Gas Welding

INSTRUCTOR
Gabriel Guest

NAME David Chapanak AGE 31 SOC. SEC. # 574-14-8820

Reason for taking course So I may learn that I dont know and may find a Job too.

English language development 1 2 3 (4)

Day/Date	Hours Attended	Objectives Completed	Evaluation
M 10-1-77	1-5 pm 6 to 10 pm	Setting up equipment practice cutting	S
T Dec 1 77	1-5 pm 6-10 pm	practice welding + prod	S
W Dec 12 77	1-5 pm 6-10 pm	welding + prod	S
Th Dec 13 77	5 pm 6-10 pm	Cut Aloy + C Steel	S
F Jan 14 77	1-5, pm 6-10 p.m	Separate Steel cut	S
S Jan 15 77	8-12 am, 1-5 pm	air Gas welding + Brazing	S
M Jan 17 77	1-5 pm 6-10 pm	Gas + Arc welding	S
T Jan 18 77	1-5 pm 6-10 pm	Gas + Arc Welding	S
W Jan 19 77	1-5 pm 6-10 pm	Arc welding	S
Th Jan 20 77	1-5 pm 6-10 pm	Arc welding	S
F Jan 21, 77	1-5 pm 6-10 pm	Gas welding	S
S			
M			
T			
W			
Th			
F			
S			
M			
T			
W			
Th			
F			
S			

PRE-TEST IN BASICS OF ARC AND GAS WELDING

(Note: Answers may be oral or written, in Yupik or English)

1. What is welding?

2. What is the difference between soldering and brazing?

3. What three elements must be present at the same time in order for combustion to occur? _____, _____, _____

4. It is not safe to compress or use acetylene (in free state) to pressures higher than ____PSI.

5. Oil may be used on welding equipment and hose. True_____ False_____

6. You should____should not_____crack the cylinder valve before attaching regulators.

7. Release adjusting screw on oxygen regulator before_____after_____ opening cylinder valve.

8. Stand to front_____back_____side_____of regulator when opening cylinder valve.

9. Open cylinder valves slowly_____quickly_____.

10. Purge oxygen and fuel gas passages individually after____before_____ lighting torch.

11. Light fuel gas before_____after_____opening oxygen valve on torch.

12. Oxygen should_____should not____be used as a substitute for air.

Use these words and write the correct answers in the blanks:

on-off switch	current control	wire brush
power supply	electrode	ground clamp
polarity switch	electrode holder	

13. The _____controls the kind and amount of electricity used in arc welding.

14. The _____controls the amount of electricity used for welding.

15. The _____is attached to the work to complete the electrical circuit.

16. The _____on the welder selects the kind of electricity such as A.C.,D.C., straight polarity or D.C. reverse polarity.

OBJECTIVES FOR WELDING COURSE

	Yes	No	In Progress
1. Knows vocabulary needed for beginning of course.			
2. Scored 80% or better on basics pre-test.			
3. Demonstrated proper method of safely setting up and connecting welding equipment.			
4. Demonstrated proper adjustments of regulators, torch and flame.			
5. Demonstrated welding a bead with filler rod.			
6. Demonstrated use of cutter attachment.			
7. Demonstrated making a 45-degree bevel cut.			
8. Demonstrated making a flat butt weld with light material.			
9. Demonstrated braze welding a knob on cast iron.			
10. Knows vocabulary needed for course.			

BURNS FROM WELDING ARE DANGEROUS!

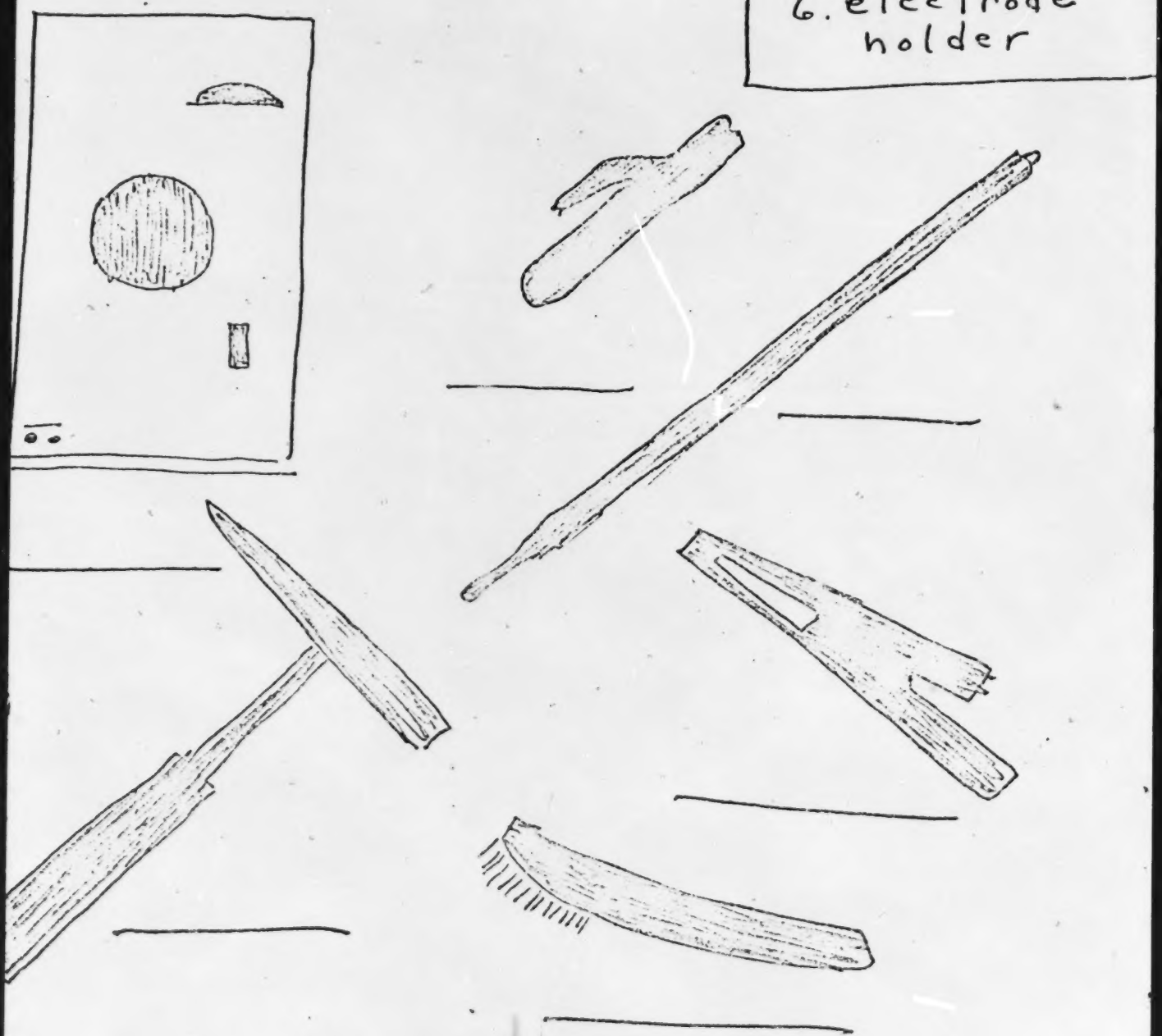
NAME THE SAFETY EQUIPMENT YOU NEED TO PROTECT YOUR EYES AND SKIN.

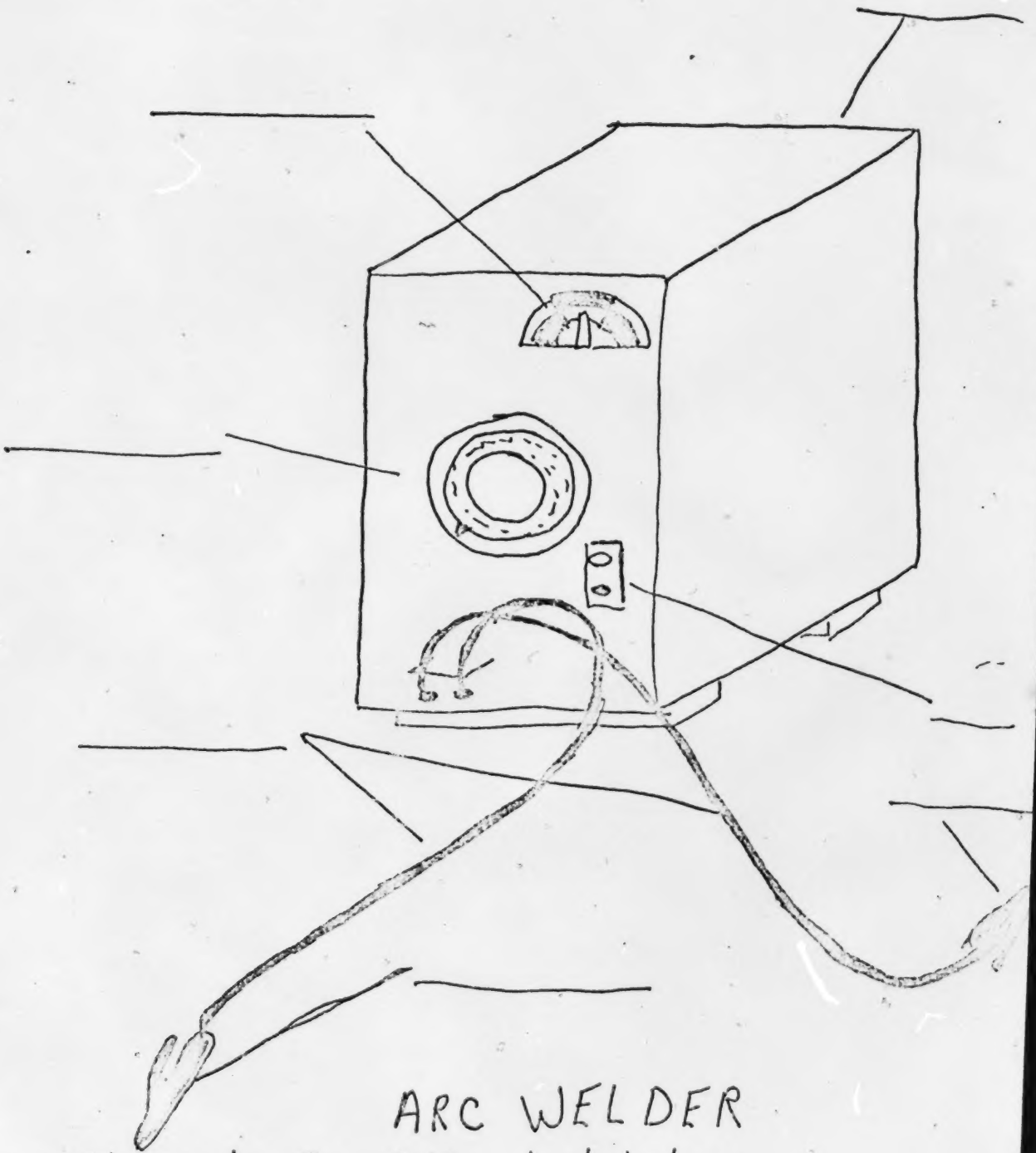
SAFETY EQUIPMENT

1. leather boots or leggings
2. gloves
3. goggles
4. helmet
5. apron
6. coat

IDENTIFY THE ARC WELDING EQUIPMENT ON THIS PAGE:

1. wire brush
2. chipping hammer
3. power supply
4. ground clamp
5. electrode
6. electrode holder





ARC WELDER

Name the parts from the list below:

1. Electrode holder
2. Power supply
3. Polarity switch
4. Current control
5. Ground clamp
6. Welding cables
7. On-off switch

TEST-BASIC COMMUNICATIONS SKILLS

FOR

VOCATIONAL-TECHNICAL STUDENTS

KUSKOKWIM COMMUNITY COLLEGE

The attached test and background information are needed by the College to help the teaching staff provide you with the courses and materials you need. There is no way to pass or fail this test. It will be used to place you where you need to be to get the most out of the courses you are taking and to give you the help you need.

NAME Andrew Tony VILLAGE Fortuna Ledge DATE 9-30-76

SOCIAL SECURITY NUMBER 524-20-7417 BIRTHDATE 12-2-52

Please answer the following questions. Use as much space as you need. Use the back of this page if you do not have enough room. If you have any questions about how to answer, ask your instructor.

Are you married? No

Do you have children living at home? None

How far did you go in school? 7th grade

What do you like to do in your spare time? _____

_____

Do you like to read? Not very much. What kinds of books or magazines do you read?

_____

What work experience have you had? Subsistence work: Fish cutter

_____

Paid employment: (kinds of jobs) 1600 a month.

_____

What kind of work would you like to do if you were trained? welding

Small Engine Repairman

Are you interested in getting a paid job? Yes If so, how much would you be interested in working?

Part-time, year round: _____ Part- time, seasonal _____

Full-time, year round ✓ Full-time, seasonal _____

What seasons do you want to work? Summer ✓ Fall ___ Winter ✓ Spring ✓

Would you be willing to go somewhere else to get a job? If so, to what villages or towns?

Anchorage, Seattle Kivalina, Bethel

For how long? Seasonal ✓ Permanent _____

Are you satisfied with how well you use the English language? Not really

Would you like to learn more about: Reading English _____ Writing ✓

Speaking English ✓ Understanding English on radio and TV _____

Are there any other courses you would like to take ? If so, tell us the kinds of things you would like to learn. (Use the back page if you need to.

DIAGNOSTIC TEST IN BASIC COMMUNICATIONS

VOCATIONAL-TECHNICAL STUDENTS

READING-PART A

1. discount..... a reduction in the original price
2. interest..... a rate paid for the use of money borrowed
3. bargain..... something sold at a lower price than usual
4. loan..... a sum of money lent at interest
5. savings account..... money saved in a bank, collecting interest
6. installment..... a regular payment on a purchase
7. principal..... amount of a debt
8. credit..... trust in one's ability to pay debt on time
9. income tax..... a tax on income
10. application..... a form filled out with certain personal facts when applying for a job or loan

1. The storekeeper will discount the price of the item if you pay cash.
2. Interest must be paid on money borrowed.
3. You must shop carefully to find a bargain.
4. A loan is paid back with interest, so it must be paid promptly.
5. A savings account is a good way to keep your money safe.
6. On an installment plan, you must pay a certain amount on your debt at regular times.
7. The principal is the amount of money borrowed.
8. Good credit is kept by paying bills on time.
9. The government collects income tax on our wages.
10. Joe filled out an application blank for a better job, giving his age, education, and work experience.

DIRECTIONS: Read the paragraph below. Fill in the blanks with the number of the correct word from the list at the top of the page.

John bought a snowmachine. He found a used snowmachine for $800. The storekeeper lowered the selling price and gave John a good bargain. He gave the dealer a $25.00 down payment and put the rest on an Credit plan. He took some money from his Savings account at the bank. It was easy for John to borrow money because his loan was good. The total amount John borrowed is called the principal. The money he paid to use money he borrowed is called the installment.

READING-PART B

THE FOOLISH CARPENTER

Bill Morgan was a good carpenter. He had worked for Judge Wright for thirty years. One day the Judge called Bill into his office. "Bill," he began, "we want you to build a house for us while we are away on a long trip. We plan to be gone for about a year. I have put a sum of money in the bank for the new house. Use good materials and build a good house, but you may keep for yourself any money which is left over after the house is finished."

Bill was getting old, and he thought of ways to save some money for his old age. He bought cheap materials for the house. He cut costs to the bone, and when the house was finished, he was pleased with the amount of money he had made for himself by using bad materials.

When Judge Wright returned from his trip, Bill went over right away and gave the Judge the keys for the new house. The Judge smiled and said, "Bill, you keep the keys. The house is yours. You have served me well for thirty years, and the house is a present for you and your family."

It would be hard to describe the strange look on Bill's face as he left the Judge's house.

Total Words: 178

DIRECTIONS: Answer the following questions.

1. Was Bill old or young?
old

2. Was Bill told to use good or bad materials?
good materials

3. What kind of materials did he use?
cheap materials

4. Where did the Judge go?
on a long trip

5. How long had Bill worked for the Judge?
thirty years

READING TEST - PART C

NAME_____ AGE____ READING LEVEL_____

SCHOOL_____ EXAMINER_____

DATE_____

LIST 1	LIST 2	LIST 3	LIST 4
1. GAME	1. SAFE	1. HARNESS	1. CUSHION
2. HIDE	2. AGAINST	2. PRICE	2. GENERALLY
3. GRASS	3. SMASH	3. FLAKES	3. INTENDED
4. ACROSS	4. REWARD	4. SILENCE	4. CUSTOM
5. AROUND	5. EVENING	5. DEVELOP	5. TAILOR
6. BREAKFAST	6. STREAM	6. PROMPTLY	6. HAZE
7. FIELD	7. EMPTY	7. SERIOUS	7. GRACIOUS
8. LARGE	8. STONE	8. COURAGE	8. DIGNITY
9. BETTER	9. GROVE	9. FOREHEAD	9. TERRACE
10. SUDDENLY	10. DESIRE	10. DISTANT	10. APPLAUSE
11. HAPPEN	11. OCEAN	11. ANGER	11. JUNGLE
12. FARMER	12. BENCH	12. VACANT	12. FRAGRANT
13. RIVER	13. DAMP	13. APPREARANCE	13. INTERFERE
14. LUNCH	14. TIMID	14. SPEECHLESS	14. MARRIAGE
15. SHEEP	15. PERFORM	15. REGION	15. PROFITABLE
16. HOPE	16. DESTROY	16. SLUMBER	16. DEFINE
17. FOREST	17. DELICIOUS	17. FUTURE	17. OBEDIENT
18. STARS	18. HUNGER	18. CLAIMED	18. AMBITION
19. HEAVY	19. EXCUSE	19. COMMON	19. PRESENCE
20. STATION	20. UNDERSTOOD	20. DAINTY	20. MERCHANT

READING TEST

PART D

1. THEN HE SIGNED THE Contract.

   DETRACT CONTRACT PROTRACT

2. SOON THERE WAS A BIG STACK OF unpaid BILLS.

   PREPAID REPAID UNPAID

3. POSTAGE AND HANDLING WERE Included IN THE PRICE.

   INCLUDED EXCLUDED PRECLUDED

4. NO SHIP WAS SAFE IN THOSE Coast WATERS.

   COASTWARD COAST COASTAL

5. FRANK AND CLINTON HAD BEEN Buddies ALL THEIR LIVES.

   BUDDY BUDDIES

6. THE Pilot's VOICE SOUNDED NERVOUS.

   PILOT PILOT'S PILOTS

7. A Moose's BELLOW IS LOUD AND DEEP.

   MOOSE'S MOOSE MOORS

8. "WE'LL PROBABLY LOSE 200 LIVES IF THE RIVER Floods AGAIN.

   FLOODING FLOODS FLOODED

9. HIS MOUSTACHE IS Longer THAN ANYONE ELSE'S.

   LONG LONGER LONGEST

10. BUT HE ISN'T AS Tough AS HIS BROTHER BILL.

    TOUGHER TOUGH TOUGHEST

11. THE CELLAR WAS THE Darkest ROOM OF ALL.

    DARKER DARKEST DARK

12. "BUT I'll NEVER GIVE YOU MY GOLD RING,"

ILL I'LL IDLE

13. IF HE Doesn't GO TOMORROW, HE CAN SEE THE SHOW NEXT WEEK.

DOZEN DOESN'T DENTIST

14. SHE SAW THE CARS WHILE SHE WAS Walking.

WALK WALKED WALKING

15. "BUT," PAUL SAID, "I'M Stronger THAN HE IS!"

STRONGER STRONG STRONGEST

READING TEST: PART E

There's nothing
To do
On a rainy day
In Nebraska,
But it stays dry
And you never get
The chance.

Directions: Check the items you believe say what the author says. Sometimes the exact same words may be used. Other times different words may be used.

1. _____It never rains in Nebraska.

2. ✓ People in Nebraska know what to do with rainy days.

3. _____There is nothing to do in Nebraska.

4. _____It is always dry in Nebraska.

5. ✓ Nebraska is a state for swingers.

Directions:Check those items that represent ideas you believe the author is presenting. Be prepared to identify the information in the selection on which you based your choices.

1. _____Everyone should like Nebraska.

2. ✓ Boredom is a major facet of life in Nebraska.

3. _____People in Nebraska look forward to rainy days.

4. ✓ Life in this state is very peaceful.

5. _____Until it rains, Nebraska can be an exciting place to visit.

6. _____The rain in Nebraska falls mainly in Ohio.

7. _____The weather is the main topic of conversation in Nebraska.

Directions: Check those items you believe correctly use ideas in the reading selection.

1. _____Nebraskan stores do not sell many umbrellas.

2. _____Nebraska is about as exciting as a spelling test.

_____From our plane, Nebraska was as flat as an ironing board.

4. _____My throat is as dry as Nebraska.

5. ✓ Taking an umbrella to Nebraska is like taking money to the store.

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Department of Health & Education & Welfare

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: 6007604109

ND ADDRESS OF GRANTEE ORGANIZATION:
kwim Community College
Box368
el, Alaska 99559

4. EMPLOYER IDENTIFICATION NO.: 92-6000147

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 2320-2-06086

6. FINAL REPORT: ☐ YES ☒ NO

7. BASIS OF REPORT: ☒ CASH ☐ ACCRUED EXPEN

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 76 TO 06 30 77

9. REPORT PERIOD (Month, Day, Year): FROM 07 01 76 TO 12 31

S OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) Salaries and Benefits	(2) Travel	(3) Contractual	(4) Instructional Supplies	(5) Indirect	(6)	TOTAL
outlays previously d	Ø	Ø	Ø	Ø	Ø	Ø	Ø
program outlays this	66,254.59	10,984.28	558.61	1112.69	6312.81	Ø	85,222.98
m income credits	Ø	Ø	Ø	Ø	Ø	Ø	Ø
ogram outlays this period	66,254.59	10,984.28	558.61	1112.69	6312.81	Ø	85,222.98
program outlays to date	66,254.59	10,984.28	558.61	1112.69	6312.81	Ø	85,222.98
Non-Federal share of m outlays	Ø	Ø	Ø	Ø	Ø	Ø	Ø
Federal share of program s	Ø	Ø	Ø	Ø	Ø	Ø	Ø
unpaid obligations	66,254.59	10,984.28	558.61	1112.69	6312.81	Ø	85,222.98
Non-Federal share of obligations	Ø	Ø	Ø	Ø	Ø	Ø	Ø
l share of unpaid tions	66,254.59	10,984.28	558.61	1112.69	6312.81	Ø	85,222.98
Federal share of outlays paid obligations	66,254.59	10,984.28	558.61	1112.69	6312.81	Ø	85,222.98
Federal funds authorized	169,717	14295.	7696	6440	15852.	Ø	214,000.00
gated balance of l funds	103,462.41	3,310.72	7,137.39	5327.31	9539.19	Ø	128,777.02

CT E (PENSE: a. TYPE OF RATE (Mark box)
OVISIONAL ☐ FINAL
EDETERMINED ☐ FIXED

b. BASE

AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is complete and that all outlays and unpaid obligations are for the purposes set forth in the grant award documents.

NAME TITLE TELEPHONE AREA CODE NUMBER

SIGNATURE OF AUTHORIZED OFFICIAL DATE REPORT

75

76